

U.S. Department of Education
The Fund for the Improvement of Postsecondary Education

**PROGRAM FOR NORTH AMERICAN MOBILITY
IN HIGHER EDUCATION**

Information and Application Materials
Fiscal Year 2000

Deadline for Submission: November 19, 1999

The Program for North American Mobility in Higher Education

INTRODUCTION

The Program for North American Mobility in Higher Education is a grant competition run cooperatively by the governments of the United States, Canada, and Mexico. The purpose of this competition is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines. The Program will fund collaborative efforts in the form of consortia consisting of at least two academic institutions from each country. The funding period will be for up to four years. This is the fourth grant competition for this program.

The governments of the United States, Canada, and Mexico have all issued similar guidelines. Some differences do exist to reflect country-specific needs. **Applicants from each country should use only the guidelines issued by their government when completing the application packet.**

BACKGROUND

The Program for North American Mobility in Higher Education fosters student exchange within the context of multilateral curricular development. Students benefit from having an added “North American” curriculum and cultural dimension to their studies through combination of trilateral curricular innovation and study abroad.

The Program is administrated collectively by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education (FIPSE); Human Resources Development Canada (HRDC); and in Mexico by the Dirección de Desarrollo Universitario, Secretaría de Educación Pública (SEP).

Conceived in the spirit of the North American Free Trade Agreement (NAFTA), the first grant competition for this Program was held in 1995 followed by competitions in 1996 and 1997. Since 1995, a total of 30 consortia have been funded involving around 200 institutions of higher education and related non-profit organizations.

AWARDS

Grants for the Program for North American Mobility in Higher Education will provide four years of funding. As in the last competitions, each country will provide support only for participating institutions within its borders. We anticipate that Fiscal Year 2000 projects will begin as early as January 1, 2000, but no later than March 31, 2000. We estimate that 10 new consorcial grants will be made. Most grants will be for four years of funding, including a first-year preparatory phase (see below). Grants for the U.S. consortia will likely be on the order of US \$200,000 for the four-year period.

PROGRAM FOR NORTH AMERICAN MOBILITY IN HIGHER EDUCATION

The principles of this Program are based on recommendations that emerged from the

Guadalajara Conference of 1996, the Vancouver Communiqué of 1993 and the Wingspread Declaration of 1992, which called for strengthened cooperation in higher education, research, and training among the United States, Canada, and Mexico.

The current grant guidelines are essentially similar in principle to the guidelines used in the 1995, 1996 and 1997 competitions but reflect revisions based on lessons learned from the experiences of past funding rounds. One important change has been the lengthening of project periods from three to four years by adding a first-year preparatory phase. Consortia in the past generally needed more time to prepare an administrative infrastructure before they began sending students abroad for study. Administrative agreements in the form of formal memoranda of understanding are key to the smooth operation and development of consortial projects as well as the ultimate institutionalization of these projects at all of the participating colleges and universities.

The new first-year preparatory phase will allow grantees to formalize the consortial agreements on issues such as credit recognition and/or transfer among institutions; fees and tuition arrangements; language requirements; and student visa requirements. These administrative issues have been so important to the development of good projects that FIPSE, HRDC and SEP decided to make funding subsequent to the preparatory phase contingent upon a consortium's satisfactory progress in these areas.

FIPSE, HRDC, and SEP have revised these guidelines to emphasize better the importance of curriculum development, language and cultural preparation, and student mobility.

OBJECTIVES

The purpose of this competition is to promote a student-centered, North American dimension to education and training in a wide range of academic and professional disciplines that complements existing forms of bilateral and trilateral exchange programs among the three countries.

The Program aims to improve the quality of human resource development in the three countries and to explore ways to prepare students for work throughout North America through –

1. the mutual recognition and portability of academic credits among North American institutions;
2. the development of shared, common, or core curricula among North American institutions;
3. the acquisition of the languages and exposure to the cultures of the United States, Canada, and Mexico;
4. the development of student apprenticeships or other work related experiences; and
5. an increased cooperation and exchange among academic personnel among North

American institutions.

This program encourages consortia to achieve these objectives by extending partnerships beyond higher education and training institutions to include others such as business, professional associations, and public authorities in the three countries.

SCOPE OF THE PROGRAM

This initiative will support a limited number of innovative projects which can best be carried out through multilateral groupings. The Program is not designed or intended to duplicate activities which are, or can be, carried out on a bilateral basis between the United States and Canada or the United States and Mexico.

THE CONSORTIA PARTNERSHIPS

Your proposed consortium must involve at least *two* active partner higher education or training institutions from each of the three countries involved. Partnerships among institutions in different states in the United States and Mexico and from different provinces in Canada will be preferred. You may also add third and subsequent partners from other education and training institutions or other relevant organizations (e.g. businesses, non-governmental organizations, publishers, government departments, chambers of commerce, research institutes, etc.) in the same or other states or provinces. Please note, however, that funding is intended only for academic institutions in each consortium. You should make sure that there is parity in the number of academic institutions from each country involved in each consortium. Make sure that all of your academic institutions intend to participate fully in the project.

Your consortia should nominate one lead institution from the United States and one each from Canada and Mexico. In the case of Mexico, the lead must be a public institution. The members of your consortium must jointly prepare a common proposal. The lead institution in each country then must submit a separate proposal to its respective government agency (see a listing under *Submission Process*). Though guidelines published by all three governments are essentially the same, you should make sure that each lead institution refers to its respective government guidelines as different country-specific needs and requirements do apply.

Each partner institution should include in the proposal a letter of endorsement from the senior executive officer (e.g., rector, vice-chancellor, president) as well as from other officials responsible for international student activities (directors of international affairs, registrar, academic deans and/or department heads). These letters should indicate how the project fits within the international strategy of the institution and should emphasize how this project will complement that strategy. Endorsement letters should also indicate the institution's willingness and intent to sign agreements on credit transfer and tuition fee waivers with partner institutions. Letters should detail how the institution intends to support this program in the areas of institutional financial commitment, student language preparation, student tuition and fees.

You may create new partnerships or build on existing international or domestic linkages. Projects, however, must be new; you should not simply duplicate or extend existing activities.

It is important that you clearly indicate each partner's contribution to the joint project in addition to the description of the project director at each institution. You should also include descriptions of all project staff who will be involved.

FIPSE, HRDC, and SEP give a high priority to ensuring the broadest possible participation in the Program. Given the relatively small number of projects that can be funded, individual departments, academic or professional programs should not apply to participate in more than one consortial project at any given time.

THE COOPERATIVE PROJECTS

Your project should draw upon and complement the international mission and staff expertise of each of the member institutions of the consortium. It is important that your project be clearly student-centered rather than research-oriented. When designing a project, you should always keep in mind the potential academic and professional impact that this project will have on students from all three countries.

You should clearly describe the target student population (e.g., fourth-year undergraduate business students at a university; second-year students of aviation mechanics at a technical college). You should also state the number of students who will benefit from the project.

All disciplinary fields, including the Arts and Humanities, as well as cross-disciplinary studies, both at graduate and undergraduate levels, are eligible for consideration. FIPSE, HRDC, and SEP have a strong interest in supporting projects designed to increase professional mobility in fields that are of relevance to the evolving North American trade relationship, the environment and sustainable development, public health, and human resources development.

THE COOPERATIVE ACTIVITIES

Successful trilateral projects are ones that clearly integrate curriculum development and student mobility in a meaningful way. Your project needs to focus on its own innovative "North American" approach to training and education. The activities should aim not only to send students abroad, but also to integrate a new perspective into what one learns and how one learns.

While you design new curriculum, you should aim to fully integrate students into the normal academic and cultural milieu of the host institution and community. Students should take most, or all, of their courses at the host institution alongside native students, rather than in special courses for foreign students.

Competitive proposals will focus on the following key activities:

- **Development of organizational frameworks for student mobility which include full transfer and/or recognition of credit for study abroad.**

You should identify the groups of students who will participate in the proposed project. Experience shows that projects work best if they target advanced undergraduate students at two- or four-year colleges or graduate students in their second or third years. This arrangement allows for planning and recruitment for study abroad well before student departure to the partner institutions. It also allows for adequate foreign language training for students and gives students more time to plan for their trip. Your proposal should explain how long a student will be studying abroad and how credit for academic work at the partner institutions will be transferred to or recognized by the student's home institution. Note that student participation in these programs should not prolong time to degree.

- **Development of innovative curricula, teaching materials, methods and modules.**

Your proposal should address an important curricular problem or need and describe a strategy to address it. Your proposal should address how your project implements a new educational program or improves current practice to prepare students to work in an international context. Please detail the program of study in terms of the courses, research training, internships, or work placements that students might typically take at both the home and the host institution. You should indicate whether the proposed curriculum is based on existing courses offered at partner institutions or will involve new courses that are to be developed by the consortium. Your proposal should address how the students' experience abroad will be integrated into the existing academic program prior to and following study abroad. You should describe all additional activities which you plan to organize which may include intensive programs, faculty exchanges, development of teaching materials, use of new technologies and/or the integration of distance learning.

- **Development of adequate language preparation and assessment.**

You should explain in detail how students will gain language proficiency adequate enough to participate in studies at the host institution. Discuss what level of language proficiency you are targeting and why. Discuss the resources you will be drawing upon to achieve language proficiency. An example might be how your foreign language departments will play a role in training departing students in French and/or Spanish. You should discuss how the U.S. host institution helps in-coming students with the improvement of English skills if they need it. You should also discuss how you will assess if students are ready for instruction in a language other than their own. Please note that consortia that propose to offer courses or seminars only in English will not be considered competitive. Language proficiency is key to a student's integration in the academic culture of the host institution.

- **Development, where appropriate, of apprenticeships or work placements.**

If your project involves work experience, you should address how you will establish and organize student apprenticeship opportunities or work placements in one or both of the partner countries. This includes how long the apprenticeship or work placement will last and how it will conform to the applicable laws and regulations of the host country. Please discuss who will oversee internships. You should describe how students will build upon this experience upon their return.

- **Development, where appropriate, of a cross-national framework for professional certification, licensure and/or program accreditation for North America.**

If your project focuses on professional education, you should discuss how your project will work with private, state, and national professional associations and/or accrediting organizations to develop means for international quality assurance and certification.

- **Development of a strong project evaluation plan**

Formative evaluation helps with project management and a strong summative evaluation helps projects become models for other institutions and consortia to follow. You should develop a detailed evaluation plan which states the goals of your project and indicates what qualitative and quantitative evidence you will gather to measure the success of your project. You should list the name of an external evaluator who will help you with the evaluation.

- **Submission of an annual performance report**

The U.S., Canadian, and Mexican funding agencies will carefully monitor the progress of projects towards their goals through communication with their respective lead and partner institutions and through communication among themselves. Each project leader will be required to submit to their respective government agency an annual progress report, which discusses progress on project goals, including curricular development, student mobility, and project expenditures. Annual reports must include submissions from all partner institutions covering their activities as well.

- **Participation in annual meetings**

An important part of the Program for North American Mobility in Higher Education is the Annual Meeting, held over a period of about three days on a rotating basis in each of the partner countries. This meeting is intended to serve as a medium where different consortia can meet together to share ideas on what works. It is also intended as a forum for discussion to help guide the three funding agencies to make important trilateral decisions on how best to coordinate this program. Consortia are also given

time during the Annual Meeting to meet as a group by themselves as well as with their program officers from the three countries. Please make sure that your budget includes funding to support adequate participation in these meetings.

FIPSE, HRDC and SEP will also consider applications that integrate, in addition to the activities described above, other innovative approaches to affect successful trilateral cooperation in higher education. Some examples might be

- **Use of new web-based and other computer-based technologies to enhance the collaborative development of a trilateral project;**

You may wish to use new distance learning technologies to enhance intra-project communication, curriculum development, teaching and learning, and preparation of students among the three countries. Further, new technologies can be used to expand access to the project. A consortium, for example, can use the Web to give access to all students at their participating institutions to course material that is part of the common core established by the consortia, commonly developed by the consortia, or available at each of the partner institutions.

- **Short intensive programs to enhance regular student exchanges;**

In addition to longer semester or year-length student exchanges, applicants may also plan to create shorter, intensive programs which engage larger numbers of students for shorter periods of times (3-4 weeks). Explain how the intensive programs are well integrated into the students' regular curriculum. You should outline efforts and plans to promote language proficiency for students who will participate in short intensive programs, just as you would for students participating in longer exchanges.

THE STUDENTS

One important objective of the North American program is to develop ongoing structured opportunities to allow students to pursue academic or professional studies in partner countries other than their own. For this reason, the three governments are interested in projects that will continue to facilitate student mobility well after the end of the grant period.

Your application should focus on the impact your idea has on *students*. This means that you should address student mobility in detail. You should discuss what value your project adds to your particular field of study through a *North American approach* and how you believe students will benefit academically and professionally from such a perspective. Make sure that you cover in detail the student related issues covered in the cooperative activities section above and the student mobility section below (curricular development, academic recognition, language and cultural preparation, tuition and fees, student service support).

Student Mobility Numbers and Duration

Number: On average, you should plan for each partner institution to move no fewer than seven (7) students over the life of the project. Proposals for moving a greater number of students will be considered more competitive.

Duration: Participating students from all partner institutions should have opportunities to study at one or more foreign member institutions for a period of one, or preferably two, semesters. If your project involves internships, the duration of time abroad may be longer in length.

Student Recruitment

A major factor contributing to the success of consortia is a good plan for student recruitment. Your student recruitment plan should be forward thinking, targeting first- and second-year students as well as high school students as potential recruits for your new program. Since language learning is a key component of this program, get students thinking about the program early and help guide students to make the proper course choices to ensure that they can acquire an adequate level of language proficiency in advance. You should discuss how you intend to provide access to a broad representation of the student population with respect to ethnicity, sex, and economic status.

Academic Credit Recognition

In order to assure that students do not increase their time to degree, you must make sure that students who study abroad can get academic credit for their work at their home institution. You should outline in detail how you intend to ensure full academic credit recognition for a student's study time abroad. You should discuss what formal administrative assurances home institutions will provide students that their study abroad will be fully credited upon their return and how student academic work will be evaluated from one consortial institution to the next. Please note that formal agreements for credit recognition must be signed by participating institutions by the end of the preparatory phase (see below).

The content of the individual's study program must be agreed to in writing by the home and host institutions and the individual student concerned before the student's departure. This should indicate the home institution's assurance that the study abroad, if successfully completed, will be recognized as fulfilling a comparable period of study in the home institution.

Language/Cultural Preparation

Since a key objective of this Program is to encourage and enable students to experience an academic, cultural, and linguistic milieu different from their own, you must clearly address the cultural and linguistic instruction you plan to give students before, during, and after

their study abroad period. Language preparation includes a means for determining whether students have sufficient language proficiency to study in the language of the host country and host institution. You should also discuss a strategy for ensuring that students can acquire an appropriate level of proficiency. Please describe what institutional and other resources will be used to prepare students or guest students to study within the framework of the program (foreign language education, testing and assessment programs or other related services).

Fees

Students studying abroad will pay the usual tuition and fees at their home institution and should incur no additional payments to the host institution. This includes fees for tuition, registration, examinations, and the use of library and laboratory facilities.

Student Stipends

Student stipend money is intended to offset additional costs incurred by students traveling abroad over the costs of remaining at the home institution (see section on financial considerations). Legitimate costs include travel, room and board expenses. Stipend money must *not* be used for tuition or fees (see above). The amount of money allotted a student for study abroad should reflect the additional cost incurred. Students who study for shorter times or in less expensive cities should receive less money than students who study for longer periods of time or in more expensive places. The maximum amount of federal stipend money allotted to any one U.S. student may not exceed \$3,000. Please note that student mobility money is intended for **foreign study only**. This means that stipends may not be used to move students to institutions in their own countries.

Student Support and Services

You should discuss what student services you will provide to help students navigate these new programs at both the home and the host institutions in all three countries. The aim is to ensure that participating students are well prepared for a foreign study experience and that they will be received in an appropriate manner at host institutions. You should include details about pre-departure orientation activities at the home institutions and reception and orientation activities at receiving institutions. You should also identify how returning students will be integrated into their home institutions following their international study experiences.

PREPARATORY PHASE - FIRST YEAR OF PROJECT

Successful North American projects are built upon strong inter-institutional agreements that are confirmed by signed memoranda of understanding among institutional partners. For this reason, the three governments have decided to support an initial year of funding to allow grantees to complete administrative planning and cooperative trilateral arrangements at the inter-institutional level. Student mobility will begin only after the successful completion of the preparatory phase (but no later than the end of the second

year of the project). During the first year, consortia must formalize agreements in the following areas:

- institutional financial commitment to the project.
- financial sustainability beyond the government funding period.
- student recruitment and selection.
- student language preparation.
- student tuition and fees.
- student credit transfer and/or recognition.
- faculty and curricular development.

In order to ensure the success of the entire project, funding for the subsequent three years will be contingent upon satisfactory achievements during the preparatory first year. Evidence must clearly demonstrate that all institutional partners are fully committed to work together and that formal arrangements are in place to achieve goals and objectives in all of the areas identified above.

As a minimum requirement, by the end of the first year the trilateral consortium will be required to submit to the three funding authorities copies of formal agreements signed by all partner institutions with respect to (a) academic credit transfer and recognition, and (b) student tuition and fees.

Projects that do not satisfactorily meet these preparatory requirements by the end of the first year will not be extended government support beyond that point.

IMPORTANT: The preparatory phase of the project does not reduce the need for you to develop and present clear and detailed plans of action and signed support letters from all of your partner institutions at the time of application. The application must be completely and fully developed, including a section on the preparatory phase that describes plans to addresses the issues identified above.

FINANCIAL CONSIDERATIONS

Grants for the Program for North American Mobility in Higher Education will provide four years of funding.. Most grants will be for four years of funding, including a first-year preparatory phase (see below). Each country will provide support only for participating institutions within its borders. Awards are intended to provide seed funding for carrying out joint innovative projects which can be established within this period and which, once established, can be continued without ongoing program support. It is essential that you indicate in your proposal how activities will be sustained beyond the funding period.

Your projects should be cost-effective in their design and administration. The most competitive proposals will attempt to maximize the number of students going abroad through wise use of stipends and other institutional resources.

Country Support

Each government will provide financial support only for participating institutions within its borders. You should note that funding levels provided by each country may vary. We recommend that funding arrangements be worked out by consortium members prior to submitting a proposal.

The United States will provide a total of approximately \$2 million over four years to support the participation of U.S. institutions and students in these consortia. Canada and Mexico will each provide financial support for their participants.

For U.S. institutions, financial support per consortium for the life of the project is anticipated to be on the order of \$200,000. U.S. consortial members should limit their budget to \$25,000 for all U.S. partners for the first-year preparatory phase. U.S. institutions may also request funds in years two, three, and four for the purposes of curriculum development. This might involve covering the costs to host a consortia meeting at a U.S. partner institution or to attend such a meeting at a Mexican or Canadian partner institution. Curricular development money may also be used to supplement costs related to Web site development if they are directly related to the project. Student mobility funds should not be budgeted in the first year of the grant.

Awards and Institutional Commitment

FIPSE, HRDC, and SEP will award funding to successful consortia via the lead partner in each country. Awards are intended to cover a portion of the total costs of the activities to be undertaken. As the project is intended to be of long-term benefit to the partner institutions and their students, your institutions should make a substantial contribution to the project as evidence of their commitment to its objectives.

Annual Meeting

You should include in your budget costs for the Annual Project Directors' Meeting for all partners from your respective countries. We anticipate that the Project Directors meeting will be held in the United States in 2000, Canada in 2001, and Mexico in 2002.

SELECTION OF PROJECTS

FIPSE, HRDC, and SEP, assisted by panels of independent experts, will make selection on a trilateral basis. While overall attention will be paid to a balance of benefits, to good geographic spread, and to supporting a diverse range of institutions, the proposals will be judged primarily on the basis of the following four selection criteria, weighted equally:

1. The significance of the proposed project, as determined by—

- a. The extent to which the proposed project involves the development or

demonstration of promising new strategies that build on, or are alternatives to, existing strategies;

- b. The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and
- c. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

You should describe the nature and scope of the proposed project, the key elements and reasons for the proposed partnership, and the particular North American context and perspective of the project. How central is the program to the vitality of developing a North American dimension to your discipline or profession? What will be the national and international consequences of a successful completion of the project? How are other institutions of higher education likely to benefit or learn from your experience in ways that would enable them to provide a North American perspective to your discipline or profession?

2. The quality of the design of the proposed project, as determined by—

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and
- b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Your narrative should offer reviewers a clear description of the roles of each partner. It should cover who will do what, when, where, and with what anticipated results. Your strategies should be carefully designed to address the central purpose of your project, based on your own research and experience, and based on previous experience by others. Scatter-shot approaches to vaguely defined problems make poor prospects for funding. The project's goals and objectives should be clearly identified and measurable.

3. The adequacy of resources, as determined by—

- a. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
- b. The potential for continued support of the project after FIPSE/HDRC/SEP funding ends, including, as appropriate, the demonstrated commitment of

appropriate entities to such support; and

- c. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

It is important to provide evidence that the plans you propose have the support of those who will authorize them, those who will carry them out, and those who will be affected by them. You should include in your proposal, in an appendix, letters of commitment and support from senior administrators of members of the consortium. You may also include endorsements by national or international experts in your field to support the significance of your project. Applicants are advised that the quality of the letters of support is important, not the quantity.

An important element of your design is the level of commitment from all of the partners in the consortium. Partners should not be selected only because of name recognition or size. Partners should be selected for the demonstrated level of interest in being part of the project as well for providing evidence for making a substantial commitment to the success of the project.

4. The quality of the project personnel, as determined by –

- a. the qualifications, including training and experience, of key project personnel; and
- b. the extent to which the applicant encourages applications for employment from persons who are members that have traditionally been under-represented based on race, color, national origin, gender, age, or disability.

The qualifications of key personnel, including the project director at the lead institution and the staff at the partner institutions, should be briefly outlined in an appendix to the proposal. Please note that a standard curriculum vita is not appropriate for this purpose. What is needed is a short-form resume and a brief narrative summary of each individual's background, with a special focus on those experiences related to the topic of your proposal.

APPLICATION PROCEDURES

Each North American consortium should prepare a common proposal that contains the following elements. The proposal should contain sufficient information and details to allow the evaluators to judge the capacity of the project to meet the objectives of the North American Program. You and your Canadian and Mexican lead partners should submit proposals that are identical in content to FIPSE, HRDC, and SEP. Please be sure to use the attached consortial partner identification forms.

- 1) **TITLE PAGE.** Please use the enclosed title page and refer to the corresponding instructions. In the section "Abstract of the Project", you should indicate the total number of students in each country to be moved during the project.
- 2) **ONE PAGE SUMMARY.** This overview should outline the key features of the project including the total number of students from each institution being exchanged over the duration of the project. The summary should include the following items:
 - Title of project.
 - Summary of program and project activities
 - List of U.S., Canadian, and Mexican consortium institutions
 - Number of U.S., Canadian, and Mexican students targeted for study abroad.
 - Length of study abroad time
 - Number of planned trilateral consortium meetings among coordinating institutions and approximate location (note: the annual project directors' meeting should count as one per year).
- 3) **CONSORTIAL PARTNER IDENTIFICATION FORMS**
It is essential that you list the details of all North American partners.
- 4) **PROJECT DESCRIPTION.** In no more than 10 single-spaced pages, you should include an overview that describes the project, its objectives, strategies for achieving those objectives, and for each year of the project, the expected outcomes of the project and how success in achieving those objectives would be measured. Each application should include a well-written evaluation plan aimed at measuring success of the project's activities and outcomes through solid quantitative and qualitative evidence. This plan must be coordinated among partners to ensure that the success being measured is consortia-wide.
- 4) **PERSONNEL INFORMATION.** You should clearly state what qualifications of the Project Director, and the personnel related to the project are. Please include in the appendix *brief* one-page bios, highlighting relevant skills and experience of the personnel. If you must include a resume, please limit them to fewer than five pages.
- 5) **BUDGET AND BUDGET NARRATIVE FOR EACH YEAR.** The budget breakdown should follow the format set out in the application form. Please use the enclosed budget forms to categorize requested costs. The budget narrative should detail

all expenses for each year of the life of the project and how they have been determined. The budget should clearly identify travel costs and other relevant expenses. It should further indicate how much of this budget is being requested from the Government and how much is to be covered from other sources. Clearly indicate the breakdown of expenses among the Canadian, Mexican and U.S. consortium members. Where applicable, the application must indicate the level of financial support from other public and private sources. Letters of confirmation from these sources should be included with the application.

For U.S. applicants, the budget figures must be submitted in US dollars.

6) PLANNING TIMETABLE WITH OUTCOMES TO BE ACHIEVED FOR EACH YEAR OF THE PROJECT. Please list in the appendix a planning chart listing goals and planned outcomes. This chart should fit to your evaluation plan.

7) CONSORTIAL PARTNER IDENTIFICATION FORMS

Please fill out all of the identification forms for all partners.

8) ENDORSEMENT LETTERS. As outlined above, you must provide a letters of support from a senior executive officer of each academic partner in the consortium, indicating how this project fits within the academic exchange policy and the international strategy of the said institution, and emphasizing what this project will add to that strategy. Other major parties involved in the consortium should also indicate in writing their commitment to this project.

9) NUMBER OF COPIES. Please submit the original application plus two (2) additional complete copies of the application.

SUBMISSION PROCESS

The three lead institutions in each country must submit a separate application to their respective funding agencies. Applications not received by all three countries will not be considered. Please follow the application guidelines for the country in which your lead institution is situated.

Applications must be post-marked or hand-delivered to each of their respective government offices no later than November 19, 1999. A mailed application meets the requirements if it is mailed on or before November 19, 1999. In the U.S., proof of mailing may consist of the following: (a) a legibly dated U.S. Postal Service postmark; (b) a legible receipt with the date of mailing stamped by the U.S. Postal Service; (c) a dated shipping label, invoice, or receipt from a commercial carrier; or (d) any other proof of mailing acceptable to the Secretary of Education.

Hand delivered proposals will not be accepted after 4:30 p.m. on November 19, 1999.

U.S. Mailing Address for Proposals:

Program for North American Mobility in Higher Education

ATTN: 84.116 N

U.S. Department of Education

Application Control Center

7th and D Streets, SW, Room 3633

General Services Administration Building

Washington, DC 20202-4725

Applications Delivered by Hand. You may delivery your proposals by hand to the above address between the hours of 8:00 a.m. and 4:30 p.m. Washington, DC time, except Saturdays, Sundays, or Federal Holidays. Note: Hand delivered proposals will not be accepted after the deadline of 4:30 p.m., November 19, 1999.

(Note: Please do not deliver proposals to the FIPSE office)

For U.S. applicants seeking further information, please contact:

Further Information for U.S. Applicants Contact:

Michael Nugent, Ph.D.

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E-mail: mike_nugent@ed.gov

Submission of Proposals in Canada and Mexico. The Canadian and Mexican lead

institutions must also submit applications to their respective government authorities at the following addresses:

For information in Canada, please contact:

Tom McCloskey
Program for North American Mobility in Higher Education
Learning and Literacy Directorate
Human Resources Investment Branch
Human Resources Development Canada
Jules Léger Building
25 Eddy Street
c/o 10th Floor Mail Room
Hull, Québec
Canada K1A 0M5
Tel: (819) 997-3362 or (819) 994-3252;
Fax (819)-953-5954; E-mail: tom.mccloskey@hrdc-drhc.gc.ca

For information in Mexico, please contact:

Luis Gil Cisneros, Ph.D.
Programa para la Movilidad en la Educación Superior de America del Norte
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Y2K REQUIREMENTS

Y2K and Accessibility for the Disabled: Systems that are being purchased, upgraded or modified to meet Y2K requirements must also be accessible to people with disabilities in order to meet existing obligations under the Rehabilitation Act of 1973, as amended. Grantees may also be covered by the American with Disabilities Act of 1990 or the Technology Related Assistance for Individuals with Disabilities Act of 1988. The Department of Education has a set of requirements for Accessible Software Design and other resources that can be used to evaluate system accessibility. Accessibility needs to be a deciding factor whenever systems improvements are being made; the pressure of remediating the Y2K problem should not lead grantees to neglect this requirement.

Additional Y2K Information: The General Services Administration's Office of Information Technology maintains an Internet site <http://www.itpolicy.gsa.gov> which

includes valuable information on Y2K requirements. Check under the heading “Year 2000 Directories.” The Education Department’s Requirements for Accessible Software Design are at <http://ofco.ed.gov/coninfo/clibrary/software.htm>. You may also want to visit the Department’s Y2K web site at <http://www.ed.gov/y2k>.

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1840-0702**. The time required to complete this information collection is estimated to average 30 hours for the final proposal per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Patrick J. Sherrill, U.S. Department of Education, ROB-3, Room 5624, 7th and D Streets S.W., Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Project on North American Mobility in Higher Education, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, ROB-3, Room 3100, 7th and D Streets S.W., Washington DC, 20202-5175.**

